



## PART I - ELIGIBILITY CERTIFICATION

---

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- |           |                                   |
|-----------|-----------------------------------|
| 9         | Elementary schools (includes K-8) |
| 4         | Middle/Junior high schools        |
| 2         | High schools                      |
|           | K-12 schools                      |
| <b>15</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 10052

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☒ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	42	56	98
K			0	7	50	48	98
1			0	8	54	66	120
2			0	9			0
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							316

6. Racial/ethnic composition of the school:      0 % American Indian or Alaska Native  
    1 % Asian  
    9 % Black or African American  
    2 % Hispanic or Latino  
    0 % Native Hawaiian or Other Pacific Islander  
    88 % White  
    0 % Two or more races  
    **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1.	316
(5)	Total transferred students in row (3) divided by total students in row (4).	0.063
(6)	Amount in row (5) multiplied by 100.	6.329

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 7

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 125

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

The percentage of free/reduced-priced meals students is based on students enrolled in the federal subsidized meal program and students from low-income families who are eligible but choose not to participate in the program.

10. Students receiving special education services: 11 %

Total Number of Students Served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>      </u> Deafness	<u>3</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>      </u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>      </u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>      </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>      </u>
Classroom teachers	<u>30</u>	<u>      </u>
Special resource teachers/specialists	<u>8</u>	<u>      </u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>7</u>	<u>2</u>
Total number	<u>51</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	97%	95%	97%
Daily teacher attendance	98%	97%	98%	98%	95%
Teacher turnover rate	5%	25%	5%	11%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In 2007-2008, Jefferson County opened a second high school - 4 teachers chose to transfer; 3 teachers retired; 3 positions were eliminated due to decreased enrollment.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size		
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	%

## PART III - SUMMARY

---

The mission statement for Shepherdstown Middle School is : "By emphasizing individual strengths in a positive learning environment, Shepherdstown Middle School's staff members will help students become proficient in 21st Century content learning skills, and tools based on our core beliefs that enhance staff performance on behalf of all students.

### Shepherdstown Middle School Core Beliefs that Drive School System Improvement

We Believe:

1. that students are capable of achieving proficiency in 21st Century curriculum if given appropriate time and conditions.
2. in and respect the diverse and unique abilities of all students.
3. that all students deserve equal opportunities to learn.
4. that hard work, motivation, and commitment are necessary for meaningful accomplishment.
5. that school environment should be welcoming, safe, nurturing, and supportive.
6. parents and community members are treated and respected partners in creating conditions for student success.
7. in accountability at all levels.

To accomplish the goals of our mission and core beliefs, Shepherdstown Middle School staff and community believe in making student academic and social adjustment a priority. Our school is fortunate that we are a small community with many supporting institutions and much parent involvement. The school was built in 1921 and began as a high school. Many of our staff members and their relatives were graduates from this school. All of these stakeholders continue to be supportive of our students and school program. Although the school eventually changed to a junior high and then a middle school, the staff members and community have continued to support our school. If a person were to visit our school, the historic white pillars and brickwork symbolize the past history of this school. Our alumni association continues to be strong and annually visits and supports programs at our school.

Although many traditions remain a high priority at Shepherdstown Middle School, our students, staff and community are committed to moving into technology and school offerings that will make our students competitive and prepared for 21st Century Learning.

Because of the commitment of our staff members, Shepherdstown Middle School has been recognized for achieving AYP (Adequate Yearly Progress) for over seven years. Student, staff dedication and excellence have been recognized by the State of West Virginia in honoring Shepherdstown Middle School as a WV Exemplary School for the past four years.

Our excellence in education continues because we have very little staff turnover; staff members appreciate the responsibility to educate all students and are willing to go "the extra mile" to ensure that all students can and will succeed.

Shepherdstown Middle School has a diverse population. Located in a university town, we are privileged to have students from education-oriented backgrounds and parents who provide educational opportunities for our students. Additionally, due to our rural location, we also have children who have had challenging home lives. Our staff strives to ensure that no differentiation of backgrounds occurs in our school atmosphere or educational experiences.

The motto of Shepherdstown Middle School exemplifies the commitment that our school has to education; B.E.S.S.T Bringing Enthusiasm to Students, Staff and Teachers.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. **Assessment Results:**

West Virginia requires all students to participate in an Online Writing Assessment and a WESTEST2 Assessment in the areas of Language Arts, mathematics, and science. The West Virginia Education Standards Test (WESTEST) is administered to all West Virginia public education students in grades 3 - 11. The criterion referenced test is designated to measure student achievement of West Virginia Content Standards and Objectives (WV CSOs) in reading/language arts, math, social studies, and science. There are five levels of student achievement;

- Distinguished: An exceptional/exemplary performance that goes beyond course or grade level standards.
- Above Mastery: A competent/proficient performance that exceeds course or grade level standards.
- Mastery: A solid academic performance that meets course or grade level standards.
- Partial Mastery: A basic understanding performance but lacks consistent application of course or grade level standards.
- Novice: A performance that does not demonstrate fundamental knowledge/skills of course or grade level standards.

All students are expected to score at Mastery or above in reading/language arts and math by 2014. Adequate Yearly Progress (AYP) standards are established yearly as a means to measure adequate progress toward the 2014 goal. The WESTEST replaced the SAT 9 Test which was administered to students prior to the 2003-2004 school year.

In addition to the WESTEST, all students in West Virginia participate in the West Virginia Writing Assessment. This test assesses a student's ability to demonstrate the following writing skills: ideas and content, organization, word choice, voice, fluency and conventions. Results of this test are analyzed to determine corrective teaching for individual students and for making curricula changes. The results are not considered in NCLB standards. However, this assessment provides information vital to curriculum and instructional decisions.

In analyzing past year assessments, our data has shown that our students test scores have improved due to a more rigorous curriculum and more emphasis on content standards and objectives. Due to a recent change in the state yearly assessment, our school has seen some decrease in student scores. The implementation of the new test format was shared with all students and parents. We will continue to raise our standards to ensure that students achieve.

### 2. **Using Assessment Results:**

Shepherdstown Middle School uses assessment data to determine the proper placement of students and to address curriculum changes. Our students have an annual accountability test (WESTEST) which is our state summative test. At the beginning of each school year, faculty members analyze WESTEST results to identify students at each grade level who did not achieve Mastery. Using this data, along with classroom records, ACUITY benchmarks, and teacher recommendations, students are referred to 21st Century Skills Class. This is our class for students who qualify for our RTI (Response to Intervention) Program. This class meets daily and as the students progress they exit this class and participate in other 21st Century Skills classes (Monday Math, Tuesday Science, Wednesday Writing, Thursday Social Studies, Friday Reading). Differentiated instruction and co-teaching are essential parts of this process as well as in school and after school tutoring, MARRS Reading Program, and county School - Sharpener Program. Our school incorporates co-teaching, pairing, one on one instruction and differentiated instruction for all grade levels.

The ACUITY Program is an online/paper-pencil WVDE Authored Benchmark program aligned to WV 21st Century CSOs. Acuity provides a snapshot of student progress and is utilized by our teachers to guide instructional design and interventions.

### **3. Communicating Assessment Results:**

Shepherdstown Middle School communicates assessment data and performance data to students, parents, and community in various ways. We use technology communication - our website and the county website - to communicate with our community. In addition to posting items on these two websites, each teacher has established an individual website. Parents may login to these websites to check on student achievements and progress. Our school also has a Public Relations Coordinator who relays information to our county office personnel and local media. Our county works in conjunction with the local television provider to offer an Educational Channel. This channel relays information about each school in our county. Each week, a newsletter Cardinal Chat is emailed to all parents who have accessibility to Internet; if no accessibility, the Cardinal Chat is printed and a hard copy is given to students to take home to parents. In addition to publications, interim reports are sent home every 4 1/2 weeks to notify parents of student progress. Parent Teacher Conferences are then held for a two hour period to allow parents to talk with teachers. When needed, teachers utilize phone calls, emails and notes in student agendas to ensure that parents and school personnel maintain on-going communications. To promote and recognize student achievement, every marking period two honor rolls are published. The Principal's Honor Roll is for students who achieve a 4.0 average; the SMS Honor Roll is for students who achieve at least a 3.0 average. These honor rolls are published in our newsletter and local newspapers. Additionally, each team (6th, 7th, 8th, Related Arts, Special Education) recognizes outstanding students with a Team Pride Activity. The activities vary from visiting nearby Shepherd University to Team Pride bingo or outside physical fitness activities.

After the state assessment WESTEST results are received, a letter detailing individual test results is forwarded to each student's parents/guardian. This letter informs and explains the test results so that parents are aware of their child's strengths and weaknesses in the core subjects.

To address the needs of Special Education students, Individual Education Plan conferences are held on a regular basis. Parents have the opportunity to review their child's progress. Before the conference, teachers are given progress reports; this ensures that all teacher commendations, concerns, and recommendations are discussed at the meeting. After review of all reports and assessments, the team of parents, teachers, and administrators develops an IEP plan to specify goals and modifications to increase student achievement.

Individual parent meeting are not held only for our special needs student; each core team has one class period dedicated to addressing student needs and ways to improve instruction. This is an opportunity for teachers to review student achievement and to invite parents to meetings to discuss student progress. This reinforces our school's commitment for parent involvement. Students' desire to achieve academic success begins at home; SMS is dedicated to involving parents in each child's education. Communication between school personnel and parents is an essential key to student achievement.

### **4. Sharing Success:**

SMS will share its success by inviting other school staff and parents to visit our school. We will also use our school and county websites to let others know instructional strategies and interventions that have made our school an exemplary school. We will continue to relate to others in our county, region, and state by participating in Math Field Day, Science Field Day, Social Studies Field Day, Golden Horseshoe and other academic competitions. When available, we will utilize our community resources such as Harpers Ferry National Park to interact with other schools in our region (educational hiking trips, conservation activities).

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

The staff and community of Shepherdstown Middle School set high expectations for our students. Our school provides a challenging curriculum to ensure high levels of achievement. Our primary focus is to ensure the all students master 21st Century learning and technology skills and WV Content and Standard Objectives. All students are engaged in the learning process.

To ensure that students receive the academic instruction we incorporate much team planning and interdisciplinary teaching methods. With the national emphasis on Response to Intervention (RTI), emphasis is placed on the development of reading for comprehension and critical thinking skills and on the application of language skills mastered through reading, writing, speaking and listening.

Shepherdstown Middle School has a seven period day schedule. All students are enrolled in five core subjects (Reading, Language Arts, Math, Social Studies, Science and two Related Arts courses (Instrumental Music, Chorus, Health, Physical, Family and Consumer Science, Art, Foreign Language, Agricultural Science, Computer Applications). In our core subjects, instruction is delivered by teacher directed, student pairing and grouping, textbook usage, computer technology and emphasis on WV Content Standards and Objectives. Class instruction time ranges from 45 -50 minutes. In 2008-2009, our county offered Spanish I over a two year period. In 7th grade, students take Spanish IA; in 8th grade students take Spanish IB. Completion of these two courses entitles a student to receive one credit for Spanish I. In addition to learning to speak the language, students research historical figures and analyze their impact on Hispanic culture. To further learn appreciation, students are required to keep a cultural log in which they document where they see Spanish influences in the community. Additionally, we offer sixth graders the opportunity to take a course entitled FLEX - Foreign Language Exploration.

By state requirements, all students receive a nine week period of instruction in art and general music.

In the area of visual arts, students are provided a variety of instructional methods to address varying learning styles. In the art program, students are introduced to works ranging from prehistoric to contemporary styles. Students are provided with an in depth study of the elements and principles of design through the use on hands-on activities, constructive criticism and direct instruction. Students are provided opportunities to be introduced to local artists an art works, as well as to showcase their own works in the local setting. Opportunities include school displays, county art shows and our annual Multicultural Fair.

Our performing arts program consists of Instrumental Music and chorus. Through the efforts of our two teachers, we have received grants from our local Arts and Humanities Association. These grants have allowed us to have clinicians assist our programs and also the opportunity to purchase additional equipment to enhance our programs. Both performing arts programs provide for summer programs for our students. Programs include camp, parades, concerts, performance at community events, participation in state contests and adjudications, and other various activities that enhance student appreciation of the performing arts.

Students also complete one semester of physical education each year.

Our core subjects focus on project based research to encourage students to learn as they solve a problem. In mathematics we have incorporated Thematics textbooks as opposed to traditional textbooks. Science classes are incorporating more hands-on experiences. Social Studies classes focus on teaching students awareness of world geography and appreciation for other cultures. During the week of WESTEST, our school engages in Multi-Cultural Week. All teachers are required to incorporate cultural lesson plans. At the end of the week,

we have a multi-cultural fair which all students attend; media and community are also invited to attend the event.

Shepherdstown Middle School was also pleased that our 7th grade social studies teacher was awarded Teacher of the Year for Jefferson County.

**2b. (Secondary Schools) English:**

(This question is for secondary schools only)

Our school's English/Language Arts curriculum consists of general, honor, special needs, gifted, and accelerated courses. Our curriculum is delivered through lecture, reading logs, power point presentations, hands-on activities, graphs, charts, visual learning and auditory learning.

Our school has incorporated RTI across the curricula to focus on reading and development. All students are engaged in silent reading every Friday for 25 minutes. Reading for comprehension is emphasized. Blooms taxonomy is incorporated by all language arts teachers. An example would be our social studies classes where students must develop Pioneer Journals.

Free after-school tutoring is also offered for students who have deficiencies in Reading or Language Arts. Other interventions include our after school MARRS reading program. Students meet with the Reading teacher twice a week to enhance reading skills. Our county has been fortunate to obtain a grant to provide transportation for these students. Our students also participate in a School Sharpener Program sponsored by our county and hosted by a local church. This program is Monday through Thursday. With adult supervision, students have the opportunity to complete assignments and then use computer programs to increase reading skills. We have also been actively involved with Acuity testing, Accelerated Reading, and Odyssey programs. This year, our county will assist in the purchase of the Wilson Reading Program and the SRA Corrective Reading Program. Our staff members have attended meetings for explanation of RTI. We have two staff members who are allotted time to develop our intervention program. For the last nine weeks of the 2009-2010 school term, we are experimenting with the most effective means to assist our students. Currently, students have been reassigned during a 25 minute block to reading teachers.

**3. Additional Curriculum Area:**

An essential component of our school mission is to involve parents and community. We emphasize community relations through media and school communication (newsletters and email). We involve parents and community in our school in the following areas: team pride activities (physical fitness); Business Partner involvement; English classes write letters to embassies; teams participate in Heifer International projects; awards assemblies; core subject student fairs.

One curriculum area that our school emphasizes is 21st Century Learning and Skills. In the past two years, we have emphasized an aggressive approach to ensuring that we are preparing our students. To assist in this preparation, our county allowed us to extend our Business Computer Applications from a half day position to a full day position. This allows the teacher to work with all grade levels in the morning and then meet with individual teams during the afternoon. Some of the areas of technology that have been stressed are usage of LCD projectors, interactive white boards, Classroom Performance Systems, flip camera usage for projects, and student and teacher website development. Teachers have also been trained on the use of technology programs that assist in student based project based learning and assessments. Trainings have included TechSteps, Accelerated Reader, Acuity, and Acuity benchmark testing. With the assistance of technology and special education grants, we have been able to purchase three mobile computer labs so that more students and teachers have the opportunity to incorporate new technology in instruction and projects.

#### **4. Instructional Methods:**

Differentiation is accomplished in a variety of means. Our primary focus this year is RTI. However, we consistently refer to Individualized Education Plans to modify as based on the needs of the student. Modifications include, but are not limited to, oral testing, calculator usage, restructure of test format, teacher modeling, group pairing, enrichment activities, extended time for assignment and testing, technology usage, online lesson reviews, after school tutoring, hands-on activities, 21st century skills training, and instructional aide prompting. We have two instructional aides that are available to students and teachers.

During the school day, we also have a class period of 25 minutes to assist students with weaknesses as analyzed by team members are reviewing WESTEST2 results. The students may work individually with the teacher, may be peer-tutored, may work in groups, or individually complete assignments in areas of deficiency. For students who have IEPs, they are allowed to go to specified classrooms to receive assistance from our Special Education personnel.

Co-teaching and cooperative teaching are also utilized in core subject areas to address individual student needs and learning styles. When possible, teachers are given co-planning periods to determine teaching strategies to address the student needs.

#### **5. Professional Development:**

Jefferson County provides for Instructional Support days for its staff members. Each school is allowed to submit requests for specific staff development in addition to the county recommendations. Our school has focused on analysis of test data and means to improve and challenge students. Our teachers have participated in TechSteps training, RTI training, Accelerated Reading training, Odyssey training, Depth of Knowledge training; Literacy Leadership training, website training, Classroom Performance training, interactive white board training, differentiated instruction strategies, and a variety of other instructional strategies and technology programs. During the summer our staff members are given the opportunity to participate in a Summer Technology Camp. We also use our Professional Learning Communities to develop assessment driven objectives.

Staff members have professional rapport and confidence in each other that they are receptive to training from fellow teachers. Training ranges from helping prepare lessons plans to classroom management to incorporation of technology. Additionally, they share ideas and strategies to utilize interdisciplinary teaching so that students understand the relationship of one subject to another and how education can be used to relate learning to real life situations.

#### **6. School Leadership:**

The principal is the instructional leader of the school. However, the principal must involve all stakeholders. Each school team has a team leader. Team meetings are held weekly to allow for leaders to express concerns and recommendations of the team. We believe in Professional Learning Communities and as such each team is designated as a PLC. The PLCs may make recommendations for curriculum and staffing. Upon receiving recommendations, the principal reviews the school curriculum, staffing, and needs of the students to determine if it is feasible to incorporate the recommendation. Before incorporation, the principal confers with the county middle school coordinator.

The principal believes and practices a high level of accessibility and visibility. Students need to know that the principal cares; therefore, attendance at school functions such as concerts, academic recognitions, and athletic events is a must. It also provides the principal with a means to see students in a different setting. The principal also believes in student recognition for academic and student understanding awareness. Each week four students receive Cardinal Tickets for the HOOP (Helping Out Other People) Award and one student from

each grade is recognized as an Outstanding Student of the Week. The SOW is not necessarily based totally upon academic achievement; it may also be based on being a student who cares about others.

A major part of the principal's responsibilities is to be accessible to parents, students and communities. As the principal, I attend all Student Assistant Team meetings, Individualized Educational Plan meetings, LSIC (Local Improvement School Committee) meetings, and Parent Teacher Organization meetings. Presence at county board of education meetings is also a vital part of being involved in the school process. The principal's attendance at the meetings lets the community and Board of Education know that she is concerned about the welfare of her students and school. Involvement with our school Business Partners is also an important responsibility. Each year, a luncheon is held for discussion on the day of an athlete event. This allows our Business Partners to "see" our students in action and appreciate their qualities.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: WESTEST2 MATH

Edition/Publication Year: 2004-2005

Publisher: CTBS McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	70	77	87	84	80
% Advanced	33	36	35	30	36
Number of students tested	90	132	133	116	151
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	70	75	84	71	89
% Advanced	12	12	11	3	20
Number of students tested	33	43	37	34	44
<b>2. African American Students</b>					
% Proficient plus % Advanced			69	67	69
% Advanced			6	20	23
Number of students tested			16	15	13
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	58	41	60	40	48
% Advanced	0	12	0	0	13
Number of students tested	12	17	10	15	23
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	74	76	89	86	82
% Advanced	37	37	37	32	38
Number of students tested	76	123	108	95	130

Notes:

in 2008-2009, the State of West Virginia changed from a WESTEST to WESTEST2. The new test was more analytical and rigorous. Some decreases in scores resulted.

Subject: Reading

Grade: 6

Test: WESTEST2

Edition/Publication Year: 2004-2005

Publisher: CTBS McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	90	72	92	88	81
% Advanced	50	54	48	50	42
Number of students tested	90	132	133	116	151
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	84	84	97	91	91
% Advanced	33	30	25	12	23
Number of students tested	33	43	37	34	44
<b>2. African American Students</b>					
% Proficient plus % Advanced			81	87	77
% Advanced			25	60	15
Number of students tested			16	15	13
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	67	53	40	40	30
% Advanced	25	6	10	0	4
Number of students tested	12	17	10	15	23
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	88	91	89	87	84
% Advanced	51	56	50	49	45
Number of students tested	76	123	108	95	130

Notes:

In the year 2008-2009, WV changed our WESTEST to WESTEST2. WESTEST2 is a much more analytical and rigorous test. Although we prepared students and notified parents of the change in the test, we have seen some decrease in scores.

Subject: Mathematics

Grade: 7

Test: WESTEST2

Edition/Publication Year: 2004-2005

Publisher: MCGRAW HILL CTBS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	72	86	83	77	79
% Advanced	27	37	35	26	33
Number of students tested	113	148	121	152	147
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	54	55	73	67	59
% Advanced	8	13	11	15	13
Number of students tested	37	31	37	33	39
<b>2. African American Students</b>					
% Proficient plus % Advanced		75	63	64	67
% Advanced		10	25	7	7
Number of students tested		20	16	14	15
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	21	55	17	42	35
% Advanced	7	0	0	0	9
Number of students tested	14	11	12	19	23
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	73	89	86	78	80
% Advanced	29	40	37	29	37
Number of students tested	103	119	100	129	128

Notes:

in 2008-2009, the State of West Virginia changed from a WESTEST to WESTEST2. The new test was more analytical and rigorous. Some decreases in scores resulted.

Subject: Reading

Grade: 7

Test: WESTEST2

Edition/Publication Year: 2004-2005

Publisher: CTBS McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	81	86	81	76	84
% Advanced	29	37	45	39	46
Number of students tested	113	148	121	153	149
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	73	70	67	58	78
% Advanced	16	15	24	15	22
Number of students tested	37	33	33	40	32
<b>2. African American Students</b>					
% Proficient plus % Advanced		75	56	64	60
% Advanced		20	44	7	13
Number of students tested		20	16	14	15
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	36	45	17	64	48
% Advanced				14	13
Number of students tested	14	11	12	14	23
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	82	88	84	78	87
% Advanced	31	57	45	42	49
Number of students tested	103	119	100	130	130

Notes:

in 2008-2009, the State of West Virginia changed from a WESTEST to WESTEST2. The new test was more analytical and rigorous. Some decreases in scores resulted.

Subject: Mathematics

Grade: 8

Test: WESTEST2

Edition/Publication Year: 2004-2005

Publisher: MCGRAW HILL CTBS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	71	78	78	81	75
% Advanced	25	41	35	42	30
Number of students tested	117	128	153	142	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	48	55	62	62	55
% Advanced	9	13	17	23	10
Number of students tested	23	31	42	26	58
<b>2. African American Students</b>					
% Proficient plus % Advanced	60	50	62	56	
% Advanced	7	38	15	6	
Number of students tested	15	16	13	16	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		18	31	56	37
% Advanced		0	6	6	4
Number of students tested		11	16	16	27
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	71	82	79	84	77
% Advanced	27	42	37	48	30
Number of students tested	95	108	131	119	146

Notes:

in 2008-2009, the State of West Virginia changed from a WESTEST to WESTEST2. The new test was more analytical and rigorous. Some decreases in scores resulted.

Subject: Reading

Grade: 8

Test: WESTEST2

Edition/Publication Year: 2004-2005

Publisher: MCGRAW HILL CTBS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	65	78	82	87	80
% Advanced	21	48	45	51	39
Number of students tested	117	128	154	142	158
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	43	9	67	73	69
% Advanced	9	0	17	23	22
Number of students tested	23	11	42	26	58
<b>2. African American Students</b>					
% Proficient plus % Advanced	40	69	77	56	0
% Advanced	7	50	15	13	0
Number of students tested	15	16	13	16	0
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		9	38	54	38
% Advanced		0	0	8	4
Number of students tested		11	16	13	16
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	68	79	83	92	81
% Advanced	24	47	48	56	40
Number of students tested	95	108	132	119	145

Notes:

in 2008-2009, the State of West Virginia changed from a WESTEST to WESTEST2. The new test was more analytical and rigorous. Some decreases in scores resulted.